DOCUMENT RESUME

ED 303 400 SO 019 645

TITLE	Spotlight on Arts Education. Volume 3, Spring, 1988.
INSTITUTION	North Carolina State Dept. of Public Instruction, Raleigh. Div. of Arts Education.
PUB DATE	Jun 88
NOTE	39p.
PUB TYPE	Collected Works - Serials (022) -- Guides - Non-Classroom Use (055) -- Reports - Descriptive (141)
EDRS PRICE	MF01/PC02 Plus Postage.
DESCRIPTORS	*Art Education; Community Support; Disabilities; *Elementary School Curriculum; Elementary Secondary Education; Instruction; *Program Development; *Secondary School Curriculum; *Theater Arts; *Visual Arts
IDENTIFIERS	North Carolina (Dare County); North Carolina (Granville County); North Carolina (Moore County); North Carolina (Pitt County)

ABSTRACT

This volume focuses on four North Carolina school systems that have developed strategies for improving teaching and learning environments in arts education. Article 1 discusses the challenge of providing adequate levels of visual arts instruction for exceptional children in Dare County and describes a specific art project for handicapped students in kindergarten through fifth grades at Manteo (North Carolina) Elementary School. Article 2 explains Granville County's strategies for improving the community's awareness of and support for the development of a comprehensive arts education program. Article 3 describes "A Possibility Project," which was designed as a planning process in preparation for the implementation of the arts curriculum into the Basic Education Program (BEP) in the Moore County School System. Article 4 highlights the collaborative efforts of the Board of Education, county commissioners, parents, and school personnel in the design and implementation of a comprehensive K-12th grade arts curriculum in Pitt County. Photographs and graphs are included. (JHP)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED303400

SPOTLIGHT

ON ARTS EDUCATION

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
E. BRUMBACK

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)"

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☒ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

30 019 645

SPOTLIGHT ON ARTS EDUCATION

DIVISION OF ARTS EDUCATION • NORTH CAROLINA DEPARTMENT OF PUBLIC INSTRUCTION

Volume 3
Spring, 1988

2500 copies of this public document were printed at a cost of $3,640, or $1.46 per copy, including printing and design, June 1988.

Dedication

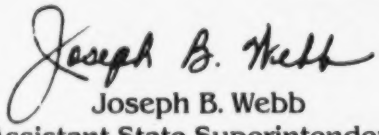
This edition of *Spotlight on Arts Education* is dedicated to A. Craig Phillips, Superintendent of the North Carolina Department of Public Instruction. During Dr. Phillips' twenty-one year tenure as State Superintendent, arts education in public schools has experienced significant growth and progress. Many of these improvements in arts education can be attributed to his belief that the arts should be an integral part of the daily instruction provided to public school children in our state. According to Dr. Phillips, "If we pool our energies and jointly assume the responsibility for arts education, I firmly believe we can realize our goal: That every student can develop the essential senses of sight, touch, hearing, and kinesthetics, not only as physical functions, but also as intellectual, emotional, and expressive arts."

Therefore, in appreciation of his twenty-one years of support and with sincerest best wishes for the future, the Division of Arts Education dedicates this last edition of *Spotlight on Arts Education* to be published under his administration to our State Superintendent, Dr. A. Craig Phillips.

Foreword

On behalf of the North Carolina Department of Public Instruction, I am pleased to introduce the third edition of *Spotlight on Arts Education* which focuses on four school systems that have developed strategies for improving the teaching/learning environment in arts education. *Spotlight's* primary function is a commitment to share with the education community, both within and outside the state, articles that will increase awareness of and dialogue about the current status of arts in education.

As with previous editions, I am confident that this year's *Spotlight* will become a reservoir of resources and information. In addition, it will serve as an inspiration to many local education agencies as they start developing well-rounded and comprehensive arts education programs for all children in North Carolina.



Joseph B. Webb
Assistant State Superintendent,
Instructional Services

Preface

Instituting strategies that realistically and effectively improve the teaching/learning environment in arts education is one of the multi-faceted challenges facing school systems as they strive to implement the arts education component of the Basic Education Program. Arts educator burnout, personnel shortages, lack of adequate community support for well-developed arts education programs, inadequate facilities for teaching the arts, and unsuitable arts experiences for children with exceptionalities are just a few concerns, which can be grouped under the umbrella of the teaching/learning environment. These concerns have recently prompted increased interest and discussion among school administrators and arts educators.

The four systems highlighted in this year's edition of *Spotlight on Arts Education* provide possible strategies for dealing with aspects of these concerns about the teaching/learning environment in arts education. In Dare County's article, for example, the challenge of providing adequate levels of visual arts' instruction for exceptional children is discussed. Granville County's article provides one system's strategies for improving community awareness of and support for the development of a well-rounded arts education program. In a similar vein, Moore County's article stresses the importance of adequate planning before developing a system-wide plan for implementing the arts education component of the Basic Education Program. Pitt County's article describes an arts education program that is constantly growing, and administrators who are often in the forefront when developing strategies to deal with concerns facing arts education. Their article deals specifically with the array of programs and strategies that Pitt County has developed to improve the teaching/learning environment for arts education.

The Division of Arts Education would like to thank the administrators and teachers who worked cooperatively with Editor Wandra Polk to produce this edition of *Spotlight*.

Lynda K. McCulloch

Lynda McCulloch
Director, Division of Arts Education

Contents

Dare County Schools
Visual Arts Instruction for Exceptional Children, 9

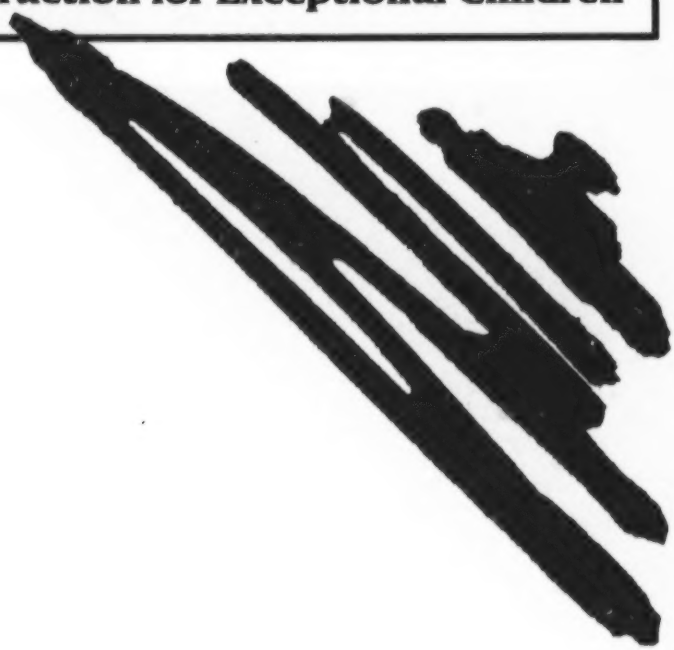
Granville County Schools
Building Community Support for a Developing Arts Education Program, 17

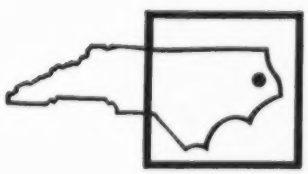
Moore County Schools
"A Possibility Project": Planning a Program in Arts Education, 25

Pitt County Schools
A Maturing K-12 Arts Education Program, 33

DARE COUNTY SCHOOLS

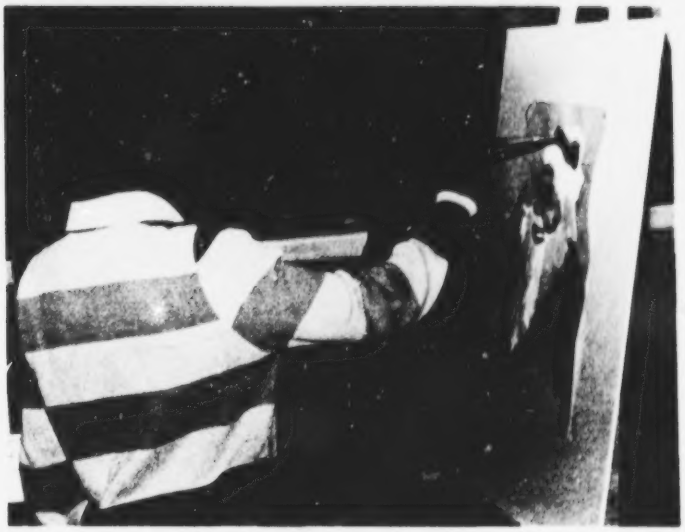
Visual Arts Instruction for Exceptional Children





Located on the tiny string of islands known as the Outer Banks, which serves as a barrier for North Carolina's northeast coastlands are six schools that comprise Dare County School System. Two of these schools are seventy-five miles apart. The Dare County Board of Education is the largest employer in Dare County, employing 300 teachers and support personnel who serve approximately 2800 students.

Despite the geographical isolation of this school system, the arts education program is developing well in accordance with the Basic Education Program (BEP). Ten years ago, there was the equivalent of two and one-half music teachers serving four schools. All other arts activities were the responsibility of classroom teachers. In the 1987-88 school year there are twelve teachers in the arts areas serving students at all grade levels: five full-time certified visual arts teachers, and five certified music teachers (instrumental, choral and general). In theatre arts one part-time teacher, in coordination with the College of Albemarle, teaches a class after school at Manteo High School. In addition, an active after school theatre arts enrichment program has been developed by a social studies teacher at Cape Hatteras High School. There is no one specifically certified in movement at any school in the county.



Charles Selby painting portrait of Santa Claus.

Movement is a component, however, of physical education instruction in some schools. Obviously movement and theatre arts are next in line for development, in order to meet BEP goals. An arts education coordinator works with the arts teachers, with enrichment activities and materials system-wide, with coordinating community involvement in arts in the schools, and with securing grants for arts activities.

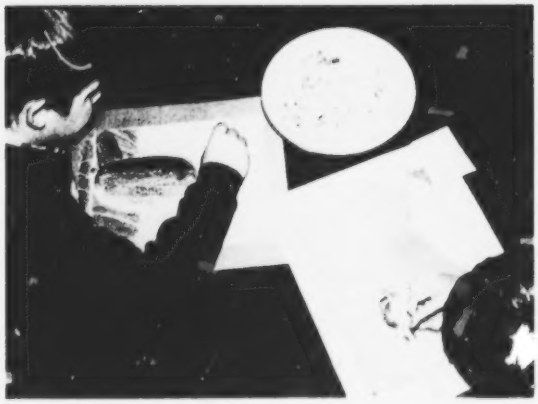
Project for Visual Arts Specifically for Handicapped Students

In addition to the needs described above for arts education, Dare County administrators also wanted to provide a more concentrated level of visual arts instruction for exceptional children in the system. Consequently, in the summer of 1987, the coordinator for exceptional programs presented a request to the superintendent and assistant superintendent to provide

intensive instruction for exceptional children at Manteo Elementary, a K-5 school. A visual arts teacher would work with these students for two hours each morning, five days a week. This pilot project is designed to answer these two questions. First, can specific skill development in visual arts instruction enhance undeveloped and/or delayed skills problem areas in students with disabilities in any identified classification? Second, what are the specific skills and what activities are best for which particular type of classification (learning disabled, mentally handicapped, hearing impaired, emotionally handicapped and multihandicapped)?

The request was granted and Bill Johnson, a visual arts teacher already teaching in the middle school, was approached about joining the project.

Students sculpting action figures using pipe cleaners



Students completing pastel sketches

He had been teaching exceptional students in regular visual arts classes. This was the policy of the Dare County Board of Education. Subsequently, he along with the coordinator of exceptional programs, designed the "Project for Visual Arts Specifically for Handicapped Students."

Project Plans

The guidelines stress the same competency goals and objectives as stated in the visual arts component of the *Teacher Handbook*. Fourteen K-5 students are served in two, forty-five minute sessions per week. Students come from the resource room to the visual arts classroom. No more than five students at one time are scheduled. The types of disabilities present in this group of students are: learning disabled, behaviorally/ emotionally handicapped, mentally handicapped, hearing impaired and multihandicapped. The visual arts teacher studied tests already given to students to determine their problem

areas. These tests were CAT, WISC-R, VMI, Woodcock-Johnson, Key Math, Brigance, Stanford-Binet, language, vision, and hearing. In addition, Johnson also had conferences with the students' resource teachers. Project evaluation has consisted of bi-monthly conversations and visits by the coordinator of arts education and exceptional programs with the visual arts teacher, exceptional teachers, and students.

Bill Johnson took a very simple approach when presenting visual arts to the students. According to Johnson, "art is simply a straight line and a circle and then shadows. The first semester was spent on black and white, shadows and three dimensional, and the second semester introduced color. Art work is generally a simple matter of hand and eye working together."

Program Results

Students were interested immediately. The visual arts teacher found practically no difficulties in motivation, comprehension, concentration and willingness to participate, to finish the product or assignment, and to strive for a good end result. There appears to be a correlation between this behavior in the art room and in the resource room.

Self-image improvement was obvious in four weeks. The final product of the students' work was widely displayed in the school, and everyone was surprised and complimentary. The students themselves were very surprised at how professional their work looked. One student remarked, for example, "You would pay $30 or $40 for our still life drawings in an art gallery!" Regular

Student gathering gumballs for sculpture

Calvin Belangin putting the final touches to his Christmas tree construction

classroom teachers could not believe these special population students had done the art work. The image of the students' ability began to change. These teachers began to ask, "How can he do that? I don't believe it!" Other students were envious of the art work. They began to see these students as truly special, talented people. Students in the project are so enthusiastic that they are very upset when Mr. Johnson, their visual arts teacher, is absent!

Behavior management is a strong component of these classes. Students know the procedures for working, for use of materials, and for finishing a product (which must be done). In addition, they know that poor participation and behavior in their resource classrooms and in their regular visual arts class means not coming to the special art class. Very seldom does anyone miss!

Providing space in the commons area for the class' art work display has proven to be very important. Because other students are passing through all the time, the good work being done by these students is highly visible to their fellow students. Exceptional students are constantly receiving praise and compliments on their work from peers. They are being asked how to do things. Relationships with their peers are positively enhanced. Consequently, their self-confidence is being strengthened.

The importance of language in visual arts is developed through specifically designed activities. These

activities teach art history by using prints and by providing technical names for arts skills, such as tone, single point perspective, shadowing and vanishing point. Class members divide into teams using a format similar to the televison show, *Win, Lose or Draw.*

Bill Johnson has drawn the following general conclusions about the program:

- An exceptional student takes about three times longer to complete a project or drawing. The end product is just as good as

that of a regular student, and in most cases is better. Time is the key element; it is not lack of ability.

- An exceptional student is very creative and is able to understand concepts in visual arts.
- A high percentage of exceptional students better understand communicating through art than through language.
- When involved in art, an exceptional student's concentration is longer. Likewise, he/she is not easily distracted and attention span is normal.
- Young exceptional students learn to identify colors quickly in a visual arts class and are able to identify mixed colors and understand the components used.
- Sixty percent of the exceptional students improved on their VMI (visual-motor integration) test results. This is probably due to a combination of instruction in visual arts and in the resource room. (See figure one)
- A majority of skills listed in the communication skills section of the BEP can be met through objectives in this visual arts program for exceptional children.

The results of this project suggest that exceptional students need more time in a specially designed visual arts class in order to supplement the skill

FIG. 1

Improvement of Selected Students In Visual-Motor Integration Test Scores

(Expressed in Months of Improvement)

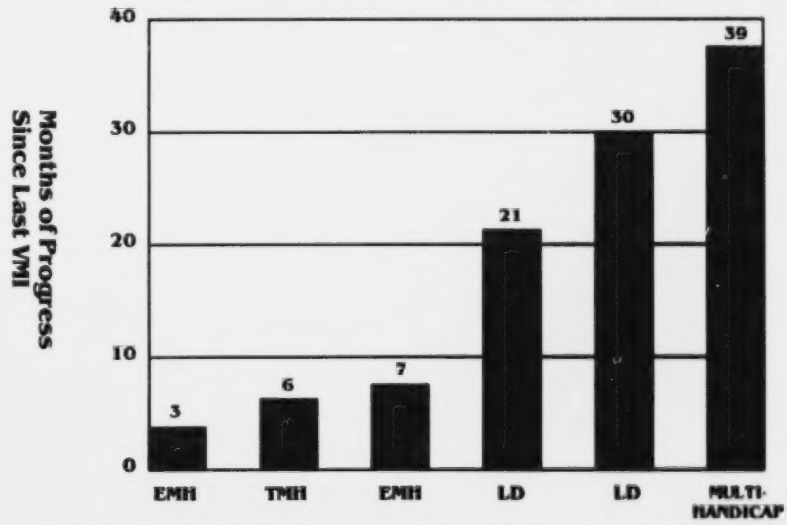


Figure 1 represents the amount of progress, expressed in months of improvement, shown by six exceptional students in the special visual arts class, since their last Visual-Motor Integration Test. It would seem, that the combination of instruction provided in both the special visual arts class and in the resource room contributed to this significant rate of progress.

Students spray painting Christmas tree sculpture made of gumballs. Other students passing by steal a glance.

development process in the resource room. Likewise in movement and theatre arts, there are good possibilities that exceptional students' motor skills, self-awareness and language development can be improved. The ramifications that all of this proposes over a number of years for exceptional students as they advance into pre-vocational and vocational training and choice of vocations, is exciting. Programs such as this one help exceptional students develop motor, manipulative, observational and visual motor integration skills. The findings of this project seem to confirm that it takes students more time to do quality work; however, they do have the ability to produce quality work. Therefore, a greater variety of vocational possibilities should be made available for all exceptional students as they become independent adults.

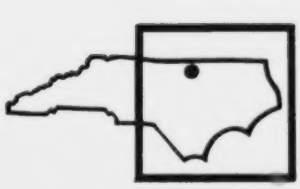
In April, a traveling exhibit of the art work went to other schools in the county. It is hoped that this project will be expanded to these schools and other grade levels in the fall of 1988. As one fifth grade student said, "Making something that pretty sure feels good. I didn't know that was hiding in me!"

Contributing to this article:

Emily Hyatt, Director of Special Education and Arts Education Coordinator, Dare County Schools and Bill Johnson, visual arts teacher, Dare County Schools. Photography was done by Arnold Head and Brent Underwood, students in the 8th grade at Manteo Middle School. Partial funding for the project was provided by Very Special Arts North Carolina.

GRANVILLE COUNTY SCHOOLS

Building Community Support for a Developing Arts Education Program



Granville County, located in rural North Carolina, is adjacent to the Research Triangle. Its school system serves 6,908 students in seven elementary, three middle, and two high schools. Since his appointment two and one-half years ago, Superintendent G. Thomas Houlihan has had as a high priority establishing a fully implemented K-12 arts education program. According to Dr. Houlihan, "the need for a strong arts program in the public schools of Granville County has been a goal for many years." With limited local resources, the ability to put this goal in place has required a great deal of creativity in order to succeed. When considering how to strategically approach the implementation of such a vast undertaking, in a county which has limited access to local funds, two elements are viewed as vitally important. Establishing a strong support link through community interest, commitment, and involvement is considered crucial to developing community support for the schools' arts education programs. A second equally important consideration is forming an active partnership with business and industry to help develop the total school program. Much time and effort has been devoted to these two endeavors, and the expenditure has reaped benefits in increased community awareness of and support for the schools' arts education programs.

Granville County School System has done well with what it had. Elementary music, middle school choral and instrumental music, and high school theatre arts, visual arts, choral and instrumental music have comprised the program. Consequently, expansion was seen as a necessary vehicle to arrive at a basic goal, learning about and through the arts. As Dr. Houlihan states, "It is our belief that every child in school should have opportunities to achieve success. From athletics to the arts, students with special talents should have an opportunity to develop these talents in an appropriate manner. A child who experiences success in school is likely to develop a positive self-concept. Students with a positive self-concept are likely to be more successful in school and in life. In keeping with this philosophy, the arts are a strong focus of education in Granville County." Even equipped with this philosophy of arts education, administrators were, nevertheless, not in a position to offer an all-inclusive curriculum. Facilities, materials, delivery system, and personnel issues were all tremendous hurdles, and it was decided that the "race" could not be run alone. Administrators needed the community to "run" with them. To continue the metaphor the community had to first agree that this was a race which should be run at all. In short, school administrators needed parents and the community to want the arts "put in motion" in Granville County.

Grey Currin conducting storytelling session at C. G. Credle School. Storytelling was an additional feature of A.I.M. program.

Consequently, getting the "arts in motion" is the prime focus behind the school system's efforts to build a strong, viable arts program in the county. Administrators have determined their approach will be to use the unique concept of building a strong community support as the "first step" in improving the teaching/learning environment in arts education. To achieve this goal three programs have been developed which are designed to: (1) encourage partnerships with the local arts council; (2) promote the tremendous impact that valuing the arts can have on self-concept; (3) establish a possible model for an eventual delivery system utilizing additional personnel provided by the BEP; (4) offer a setting for celebrating and enhancing the talents of our youngsters; and (5) demonstrate clearly to the community, local business leaders and parents that the arts are important as an end in themselves and as another tool for assisting learning in all areas.

The first of these programs, A.I.M. (Arts in Motion), began during the 1985-86 school year. A.I.M. provides a model of multi-disciplinary arts education for classroom teachers by bringing artists into their classrooms. These fourteen arts specialists, who work together in teams of three, conduct month-long residencies in each of the elementary schools in the county. The teams are responsible for developing activities/experiences around common themes and utilizing a multi-disciplinary approach, where each arts area will have its unique impact. In addition, the artists also work together to integrate their disciplines. A.I.M., as publicized to the community, has three basic purposes. First, it exposes children to cultural opportunities, develops an awareness of and an appreciation for the arts, and demonstrates the impact of this type of exposure on self-concept. Second, it provides classroom teachers the training they will need to provide this kind of arts instruction themselves. Third, it allows the community to see the long-range potential of a full-time, in-depth experience in the arts.

During the first year of A.I.M., 1985-86, artists in theatre, dance, music, painting, sculpture, and other media, worked with children and teachers. The program, with renewed support from the school board and the community, was continued during the following school year, 1986-87. During both years, A.I.M. received much local publicity. Local citizens were encouraged to visit the schools to

observe the artists "at work." As parents and teachers judged the impact on their children and students, the message soon became loud and clear. "We wish we had more. It's not enough." This "wanting more" was exactly the reaction school administrators had hoped to achieve because it meant that teachers and parents would begin to speak out for more and better facilities in the arts; would want children to have more access to professional arts educators; and would recognize the need for an expanded, more comprehensive arts program.

This school year, Granville County Schools has continued to explore the strengths of the team concept approach to teaching the arts. Because of the tremendous amount of enthusiasm generated by A.I.M., a team comprised of specialists in dance, theatre, and visual arts will conduct respective residencies at each of the seven elementary schools from February through April. As in the past, staff development will be an integral component. An A.I.M. MAP (Motion Activity Packet) will be developed including activities, ideas, and

SPARKLE rehearsal at West Oxford Elementary School

experiences based on curriculum objectives from the BEP. In an effort to expand the school system's emphasis on building community support, artists will avail themselves to the community and conduct workshops, assist in the planning of a special "Night of the Stars," and assist the local arts council in generating plans for a possible, major fundraiser. As in the past two years, local citizens, parents, community and business leaders will be invited to observe the artists "at work" with the children.

In an effort to develop another vehicle for promoting the arts within the community, to provide an opportunity for youngsters to enhance and demonstrate their talents, and to establish a positive public relations forum, SPARKLE was formed during school year 1986-87. Over 150 second through eighth graders auditioned for 50 places in this all-county show choir and performing group. In its second year, SPARKLE's engagements have increased in number, children have developed their talents and abilities, and the performing arts have gained a unique measure of importance and pride within the community.

SPARKLE has had a marked impact on building community support for the arts because it is a concrete example of what children are capable of doing, if given the chance. In an effort to establish a direct link between the schools and the community, SPARKLE has performed for numerous local functions. Close involvement of parents has been a high priority in the development and continuation of this group. Because of the unique age group involved, commitment from parents has been of great importance. Financial support for SPARKLE has come from local business/industry and parents. This is a clear demonstration of a commitment to improving the teaching/learning environment for arts education.

The culminating celebration of the growing awareness of the arts in Granville County was a special night of performance held in May of last year, entitled "Night of the Stars." Students from every school in the county prepared various music and dance numbers and performances for the community. This year, it will once again be held in early spring. The theme will revolve around "Music Through the Decades," and will involve even more students, K-12.

Hence, one can see that the arts program in Granville County has only begun to be "set in motion." Community involvement, awareness, and support are all seen as that first step towards an all-encompassing arts program. Through highlighting performance, school administrators hope to instill community pride. Developing partnerships with the local arts council and the business/industry community, and encouraging parents to "get involved" are key factors in establishing a need for the arts in Granville County. Commitment, from county leaders and the school administration, is essential. Financial support, for enhancement of facilities,

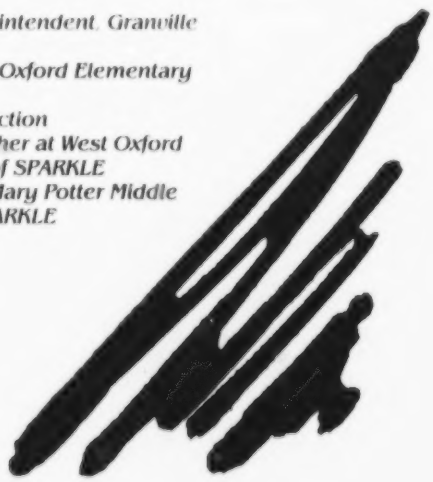
Right, student participating in A.I.M. dance class

is a crucial factor in development of future plans for establishing a well-rounded arts education program. Soliciting strong backing from business/industry and county government is a high priority.

As a result of this "beginning" step, the Granville County Business/Industry Advisory Council has been instrumental in the development of the arts program. Through mini-grants and an "adoption program," funding for special opportunities has been provided. In addition, the Council's leadership has led the way for additional local funding for the schools. It is the continuation of the partnership, led by the Advisory Council, and the strong leadership, commitment, and support of the administration, that will take precedence in future planning for broadened community support for a well-rounded comprehensive arts program in Granville County.

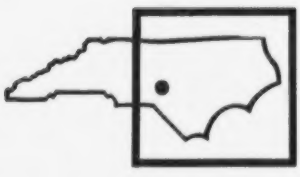
Contributing to this article:

Dr. G. Thomas Houlihan, Superintendent, Granville County Schools
Andy Phillips, Principal of West Oxford Elementary School
Judy Phillips, Director of Instruction
Ann-Gayle Thomas, music teacher at West Oxford Elementary and co-director of SPARKLE
Jan Herring, music teacher at Mary Potter Middle School and co-director of SPARKLE



MOORE COUNTY SCHOOLS

"A Possibility Project": Planning a Program in Arts Education



"A Possibility Project" began as a tiny germ of an idea which, like the fictional character "Topsy," grew and grew. "A Possibility Project" was initially designed to serve as a simple planning process in preparation for implementation of the Basic Education Program (BEP) in the Moore County Schools. Its 9,086 students are served by fifteen elementary schools and three secondary schools. This initial concept for the project soon expanded to include five distinct, but inter-connected components: (1) an introductory one-day informational session; (2) a state-wide survey on the use of BEP funding for arts education in other local education agencies; (3) data analysis and review; (4) evaluation of Moore County's arts education program; and (5) planning for "A Possibility Project II."

The first component of "A Possibility Project" was funded with a June, 1987, mini-grant award from the North Carolina Music Educators Association. Moore County Schools brought together a mixture of arts, physical education and classroom teachers, administrators, principals, and citizens to explore organizational possibilities for Moore County's future arts education program. It was projected that four or five of the new BEP positions would be designated for arts education instruction. By 1986-87, Moore County employed seventeen music and ten visual arts instructors, but organized programs in dance and theatre arts were not in place.

This day-long session of discussions, interactions and small group planning yielded a variety of scheduling possibilities, a wealth of ideas for directions, and a realization that much more study was needed. The following thought provoking questions were raised during this session. Should Moore County initiate new programs in dance and theatre arts? Should schools extend service in music and visual art, or should Moore County attempt to expand its arts program by doing a combination of both? Finally, what were other systems doing? These series of questions prompted the second component of "A Possibility Project." In order to see what other North Carolina systems were indeed doing, a state-wide survey was initiated to

Aberdeen Middle School sixth grade students, under the direction of Kellye Smith, dance educator, try their sequencing skills with the concepts of stretching, melting, spinning and tilting. This was the student's third dance class experience.

determine what effect BEP funding had on other local education agencies (LEA's). The survey was sent to all one hundred and forty LEA's in North Carolina.

The information requested of each LEA was as follows: number of certified personnel employed in 1986-87 in dance, theatre arts, music and visual arts; number of certified personnel employed on BEP funding in 1987-88 in dance, theatre arts, music and visual arts; and number of positions expected to be hired in the arts through 1993. By December, a one hundred percent response rate had been obtained from the survey, and the third component of "A Possibility Project" was initiated. Phase three called for an analysis of the survey data. Figures one, two and three represent visual depictions of the data collected from the survey.

It was clear from the survey returns that other systems were hiring or anticipated hiring personnel in the arts. Several systems indicated that an adequate number of certified arts education instructors were not available. Data collected from the survey also showed that forty-four percent of the total BEP allocation for

Chad Person, Wendy Culler, Chastity McNeill, and Alysia Baumburger are working on a narrative pantomime. They are developing a character or giving character to animate or inanimate objects in the story.

FIG. 1

Relative Distribution of Teachers in the Four Arts Areas as of 1987-88

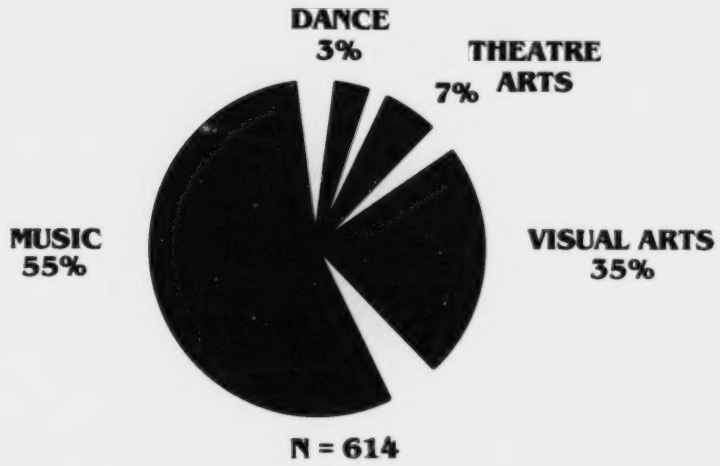


Figure 1 indicates the relative distribution of arts educators in the four arts areas: dance, music, theatre arts and visual arts. It can be easily noted that although 614 new arts education positions were added as of 87-88, ninety percent of these positions went to music and visual arts, and only 10% were alloted to the newest and traditionally smallest programs of dance and theatre arts.

1987-88 has been used to upgrade or initiate arts education programs for North Carolina's students. Yet, the analysis of the numerical data from the survey only provided part of the answers. Moore County's administrators next had to evaluate and apply data results to their school system's needs. In order to do this, other considerations were equally important. For example, what strategies were being used to schedule classes, protect instructional time, end burnout, maintain the integrity of each arts area, integrate learning, and provide adequate facilities? These are concerns that have a specific impact on the teaching/learning environment in arts education. They also provided the foundation as school officials worked toward expanding Moore County's arts education program.

After the analysis of the survey data, the fourth component of "A Possibility Project" was started. This phase of the project dealt with a complete evaluation of Moore County's arts education program. During last July and August, Moore County reviewed information gathered from the planning phase of the project, hired two dance instructors, one theatre arts instructor and one additional music instructor. Subsequently, new programs in dance and theatre arts were initiated. Administrators also decided to try scheduling patterns, i.e., nine week blocks, semester service, year-long instruction and a variety of grade level approaches to arts education. Dance, for example, was focused at the middle and upper elementary grade levels, while creative dramatics served populations from kindergarten to

grade eight. Dance was scheduled in tandem with elementary physical education; and theatre arts was taught directly in the classroom as part of the language arts block in close communication with the classroom teacher. Implementation of Moore County's expanded arts education program was in progress by September. At this writing, it seems evident that some of the experiments are not entirely effective, while others are extremely successful. Consequently, phase four of "A Possibility Project" will be ongoing as the school system continues to make appropriate adjustments and then recycles programs for the coming year. Obviously, this recycling will never end.

One exciting fringe benefit that Moore County has received because of instituting the statewide survey is knowing that other systems are initiating programs similar to theirs, and that all of these systems are providing better overall arts education programs for students.

The fifth component of "A Possibility Project" will develop if mini-grants can be obtained to assist with funding. This step will be to host another day-long seminar much like the first. Invitations will be offered to every North Carolina LEA. This "Possibility Project II" will provide dialogue between units with successful arts programs and units that have not

FIG. 2 **Increase in Numbers of Arts Teachers Relative to the Size of Local Units**

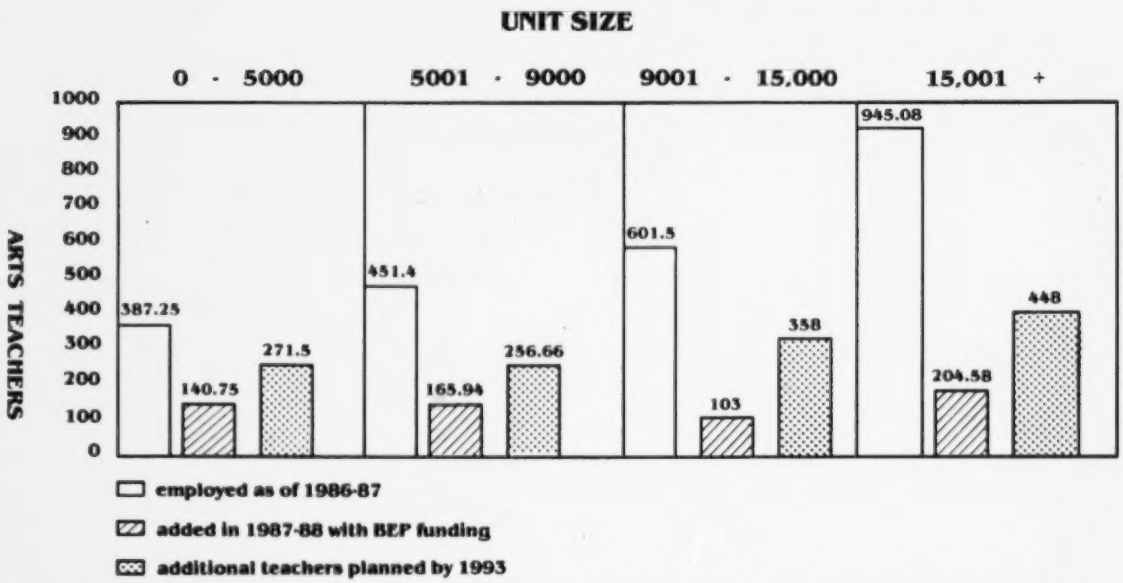


Figure 2 shows the increase in the number of arts teachers relative to the size of local units. As expected, the larger the unit size, the greater the number of arts educators that are hired. Surprisingly, the ratio of hiring for the larger units is not that much greater than for smaller units.

FIG. 3 **Comparison of Growth in the Four Arts Areas Following the First Year of BEP Funding**

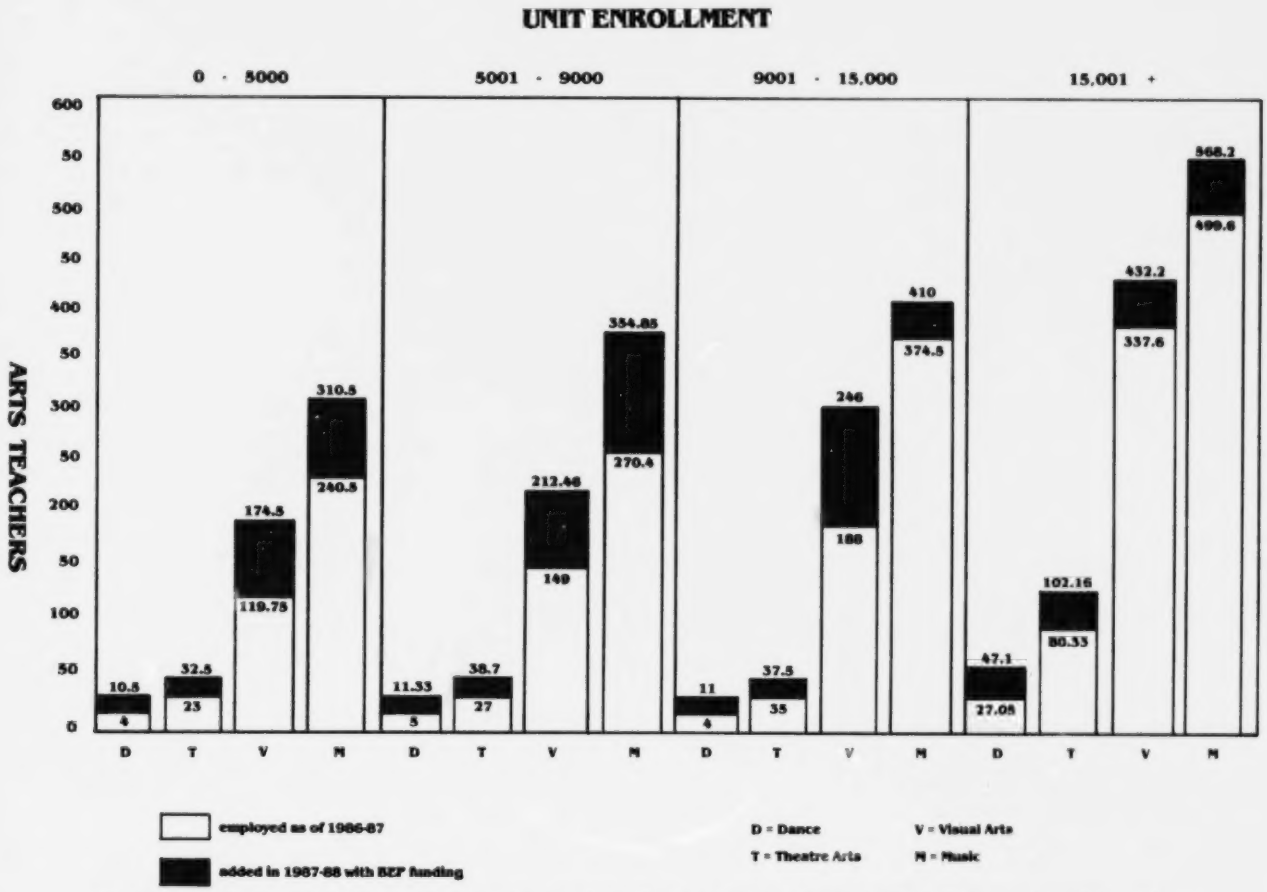
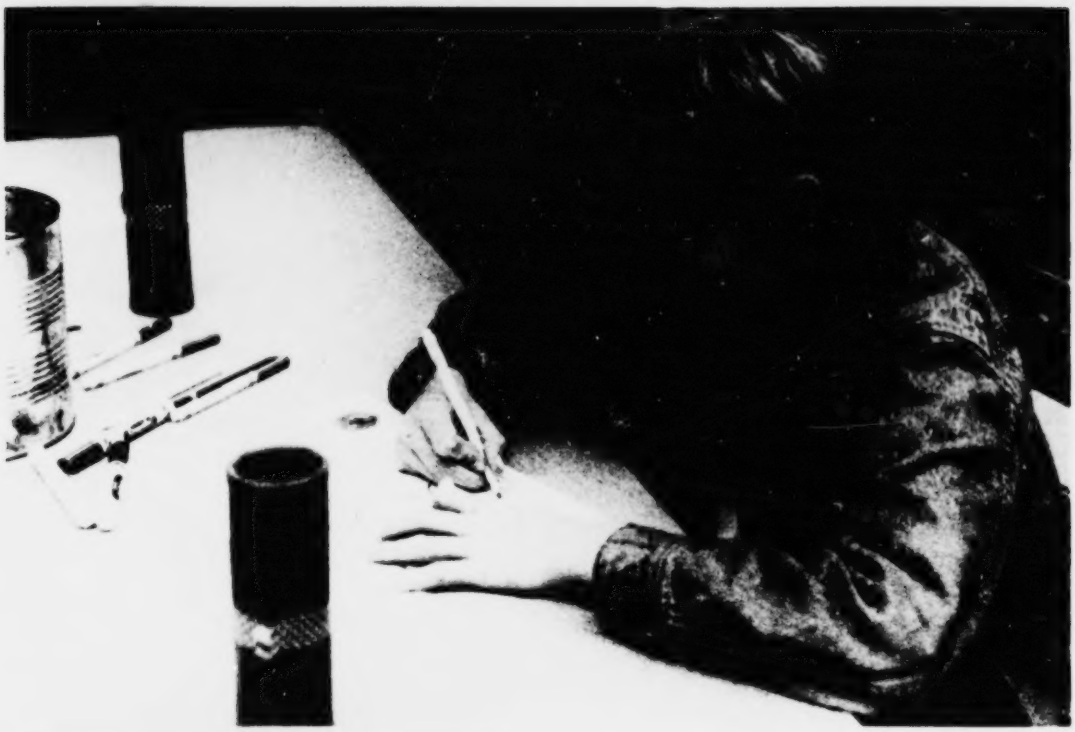


Figure 3 depicts, according to unit size, the number of arts educators in each discipline employed after the first year of BEP funding. As Figure 2 indicated, the larger school units do not appear to have employed arts educators in the same proportion as the smaller ones. Additionally, it appears that there is a trend toward strengthening existing programs in music and visual arts, rather than expanding newer programs in dance and theatre arts.

yet begun programs. Time will be allowed for discussions on how to improve service to students where programs are already in place. Obviously, planning for this step has not started yet, but it is being considered as a concluding phase of the project.

Being able to initiate new programs, experiment with organizational patterns, and plan realistically for the future are possible only with confident, caring and thoughtful leadership. Over the years, Moore County has been fortunate to have those qualities in every segment



of the educational system. With that kind of support, excellence is always a possibility. Indeed, excellence is what Moore County schools is striving to achieve. "A Possibility Project" has allowed this striving toward excellence to be a pivotal component of arts education program planning.

Contributing to this article:

Billiegene Garner, Coordinator of Arts Education, Moore County Schools
Graphs & charts used in the preparation of this article were designed by Dr. Preston Hancock, Music Consultant, Div. of Arts Education, SDPI

Top, Lance Mitchell, 6th grade student at Aberdeen Middle School, is shown designing buttons for a special celebration.
Left, Melissa Jones, a sixth grade student at Pinehurst Middle School, practices alone with her viola during an orchestra rehearsal break.

PITT COUNTY SCHOOLS

A Maturing K-12 Arts Education Program

The design and implementation of a comprehensive arts program in Pitt County Schools has taken place through the collaborative efforts of the board of education, county commissioners, parents, and school personnel. It has developed and thrived because of the total support, commitment, encouragement and dynamic leadership of all interested groups. Pitt County's arts education program has strong visual arts and music programs in grades K-12, including band and orchestra. Theatre arts is taught at the high school level in all five high schools. This year dance instruction is offered in four of the five Pitt County high schools, and a total of ten new orchestra programs have been initiated. Therefore, orchestra instruction is available to students in all five of the attendance areas for grades 4-12. This is above and beyond the Basic Education Program's (BEP) instrumental music requirement for grades 6-12.

In Pitt County Schools' "BEP Master Plan" for expanding the arts, the areas of theatre arts (K-8) and dance (K-8) will be implemented in all thirty schools by 1993. Currently, plans are underway for the addition of new dance classrooms with wooden floors, bars and mirrors. In several elementary and middle schools, dance instruction will be "creatively scheduled" to take place in existing auditoriums having wooden floors.

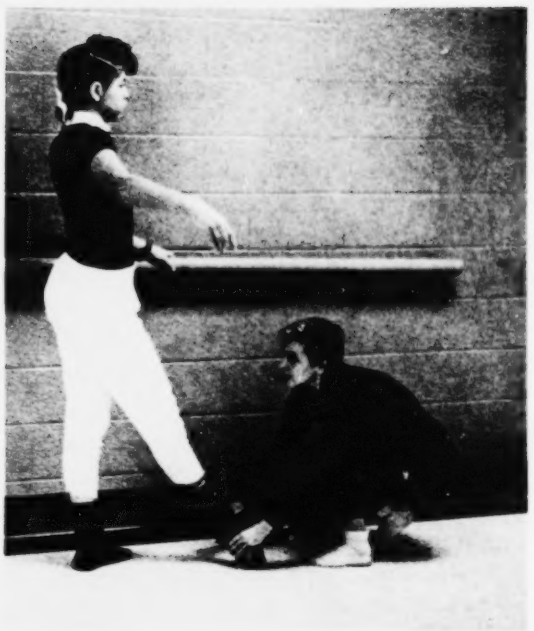
Theatre arts instruction (K-8) will take place in regular classrooms. Theatre arts teachers will be itinerant and carts will be available to them to carry their cassette records, supplies and equipment into classrooms as needed.

The expansion of the number of teaching positions and facilities has been exhilarating. New, spacious art, music, band, orchestra, and dance

Michelle Cayton member of dance class at D. H. Conley High school. ***Photo—B-Gaskins***

classrooms, fully equipped with up-to-date equipment and materials, have occurred in all grade levels.

Arts teachers are as thrilled as the students about these new facilities, and everyone feels a strong sense of pride and ownership. Input from arts educators is encouraged by the school system in the planning of new facilities. This involvement has helped to strengthen morale and has given a new sense of worth to veteran arts educators.



Cristie Smith, and dance teacher Terrie Winchell. Class is working on rotation of turn-out for ballet technique. *Photo—Barry Gaskins*

Extra Pay for Extra Time

One of the best remedies for improving the teaching/learning environment is to reward arts teachers with stipends for time spent working with students before and after school hours. A pay scale has been established for arts educators who teach at the junior high and high school levels in the areas of band, orchestra, chorus and theatre arts. An additional feature of this stipend pay scale is that any arts educator with two positions is entitled to one full supplement of the highest supplement position and seventy-five percent of any other position's supplement. Understandably, Pitt County is very proud of this added incentive provided to arts educators. The Pitt County Board of Education and Pitt County Commissioners worked together to establish this unique new arts educator supplemental pay scale.

Theatre arts students performing at J. H. Rose High School are (left to right) Robert McKenna, Wiley E. Hines and Annmarie Ambert.

The arts educator supplement has the total support of the board of education, county commissioners and school administration. This supplement demonstrates to arts educators that the Pitt County school system appreciates and recognizes them for

all of the many additional hours that are put into teaching the arts. The veteran arts educator is especially rewarded since the supplement scale is based on years of experience and on a twenty-year time scale.

Effective Staff Development

Effective staff development opportunities for arts educators are provided by the school system to keep teachers abreast of current ideas and methods of teaching the arts to children. Effective workshops increase teachers' knowledge, self-esteem and morale, and rekindle in them that spark of excitement they need to teach the arts effectively. This is one of the rewards that keeps teachers excited about teaching!

Workshops and other staff development programs are evaluated by teachers. Workshop topics have included such diverse areas as "Women in the Arts," "Teaching Music to Exceptional Children," "Mask-Making in Theatre Arts," "Folk Arts and Folklife" and "Creative Dramatics."

Excellence in Collaboration

Pitt County Schools' arts education programs are most fortunate to have the support of three arts councils and one art museum — the Farmville Community Arts Council, the Bethel Arts Council, the Pitt-Greenville Arts Council and the Greenville Museum of Art. All of these organizations jointly sponsor many additional art

E. B. Aycock Jr. High School orchestra students: Reed Williamson, grade 8 (top) and David Schwartz, grade 8. *Photo—C. Hollis*

opportunities for arts educators and students in the school system. Through the excellent support of these organizations, residencies have been provided in dance by the Frank Holder Dance Company, in theatre arts by the North Carolina Shakespeare Festival, and in music by the North Carolina Symphony Brass Quintet. In addition, these community organizations have initiated many innovative volunteer activities for the children in Pitt County such as docents programs and orchestra concerts presented by East Carolina University and the North Carolina Symphony. These organizations, through financial donations and volunteer activities, provide excellent support for the arts.

Exciting, innovative and creative projects are happening in all arts education areas in Pitt County Schools. Administrators, community leaders, teachers and parents firmly believe that by providing rich experiences in the arts, children are given opportunities to express their feelings and to be creative. All arts programs encourage creativity and creative problem-solving skills. The arts teach children new ways of thinking about and looking at the world. Consequently, the quality of students' lives is enriched. Moreover, by instituting such innovative teacher support programs as stipends for before and after school work for arts educators, and involving these teachers in program and facility planning, Pitt County administrators have shown their commitment to the belief that teacher support is essential to the success of an arts education program. Without teacher support, a school system may adopt new programs, hire additional personnel, and build new facilities, but nothing will really change in the classroom.

Pitt County Schools' 1988 Christmas Card—designed by Nancy Banks Thornton, 8th grade student at E. B. Aycock Junior High School. Funds for the card were contributed by Bender-Burkot School Supply. *Photo—Barry Gaskins*

As Superintendent Eddie West states, "We are thrilled to have new arts programs, new teaching positions, and new facilities in Pitt County Schools. However, most importantly, we are most grateful for our sixty-five arts educators who have high expectations of themselves and of their students, and who share their love of arts education daily."

Contributing to this article:

Dr. Edwin L. West, Jr., Superintendent of the Pitt County Schools and Emmy Whitehead, Cultural Arts Coordinator, Pitt County Schools. Dr. West was the 1985 recipient of the North Carolina Art Education Association's Friends of the Arts Award. In 1987, Dr. West was honored with the Alliance for Arts Education School Administrator Award. He was one of thirteen school superintendents to receive this national award.

DIVISION OF ARTS EDUCATION • NORTH CAROLINA DEPARTMENT OF PUBLIC INSTRUCTION